

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12KS4

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Doug Bridwell

Official School Name: Goddard High School

School Mailing Address: 2500 S. 199th Street West
Box 189
Goddard, KS 67052-0189

County: Sedgwick State School Code Number*: 020

Telephone: (316) 794-4100 E-mail: dbridwell1@goddardusd.com

Fax: (316) 794-4130 Web site/URL: www.goddardusd.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Justin Henry PhD Superintendent e-mail: jhenry@goddardusd.com

District Name: USD 265 Goddard District Phone: (316) 794-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Doug Griswold

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12KS4

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12KS4

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)
(per district designation): 2 Middle/Junior high schools
2 High schools
0 K-12 schools
9 Total schools in district
2. District per-pupil expenditure: 7912

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	109	97	206
3	0	0	0		10	91	92	183
4	0	0	0		11	88	74	162
5	0	0	0		12	140	120	260
Total in Applying School:								811

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
3 % Asian
4 % Black or African American
9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
77 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 4%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1, 2010	811
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 2%
 Total number of ELL students in the school: 18
 Number of non-English languages represented: 6
 Specify non-English languages:

Spanish, German, Vietnamese, Chinese, Japanese, Laotian

9. Percent of students eligible for free/reduced-priced meals: 31%

Total number of students who qualify: 250

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

Total number of students served: 67

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>38</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>7</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>14</u>	<u>0</u>
Total number	<u>64</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	95%	96%	97%	98%
High school graduation rate	95%	96%	97%	98%	96%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>311</u>
Enrolled in a 4-year college or university	<u>57%</u>
Enrolled in a community college	<u>30%</u>
Enrolled in vocational training	<u>3%</u>
Found employment	<u>3%</u>
Military service	<u>6%</u>
Other	<u>1%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:



No



Yes

If yes, what was the year of the award?

PART III - SUMMARY

12KS4

The mission of Goddard High School is to build student commitment to excellence through Productivity, Responsibility, Initiative, Discovery, and Exploration. The teachers of Goddard High have committed themselves to the mission statement and use it to guide our decisions for curricular, extra-curricular, and school policy development.

Goddard High School currently represents 100 years of educational history, community tradition, and a commitment to quality education, and stands as the focal point for a thriving community. USD 265 has met the challenges of preparing students for the world that lies ahead of them and also the challenges of a rapidly growing school district with the commitment to student achievement as the guiding force in the decision process. We have expanded to a district of over 5,000 students, with the majority of the growth occurring within the past decade. We have expanded to a district of 5 elementary schools, 2 Intermediate, 2 Middle Schools and now 2 High Schools. The community wide commitment to quality education is evident by the successful passing of multiple bond issues to expand our facilities, a strong PTO, supportive booster clubs for both activities and sports alike, and continued interest in the educational process that our patrons exhibit through their involvement in school committees.

The scholastic atmosphere of GHS reflects the high importance of academic achievements as well as those of our student athletes and activity participants. The displays of award banners, trophies, and student achievements are reminders to the high level of expectations that exist at GHS. Our students are supported by the school community in their efforts to meet or exceed the expectations established by the previous students of Goddard High School. Our Fine Arts department has won award after award and earned a high level of respect among our league schools. The athletic teams enjoy the support from our community, each home event is a community gathering and the atmosphere that is created within our stadium and gymnasiums on game night provide memories for our students that will last for a lifetime.

The level of academic success we have achieved is a direct result of the unwavering commitment to excellence that our district leadership, building leadership, teachers, support staff, parents, and students are committed to on a daily basis. Goddard High has achieved multiple academic milestones, most notably; we have achieved 14 Kansas State Standards of Excellence awards across Math, Reading, Science, and Social Studies testing. We have qualified students as National Merit Scholars and National Merit finalist and have an average composite score of 22.7 on the ACT. The commitment to Environmental Education by our Science department is evident by the recognition we have received for the following projects and grants.

2008—Kansas Green School Grant \$4,500 for windmill project

2009- Outstanding Achievement in Environmental Stewardship Certificate—President's Environmental Youth Award presented to Ecology students for their work in the field; Target Field Trip Grant \$700; Kansas Dept. of Wildlife and Parks OWLS Renovation Grant \$1,000

2010—Outstanding Achievement in Environmental Stewardship Certificate—President's Environmental Youth Award presented to Ecology students for their work in the field; Kansas Green Schools Award

2010—Lowe's Toolbox for Education Grant \$5,000 money used to renovate native grasses and put in native plant interpretive gardens; Limeaids for Learning Sonic \$500 money used for Celebrate Earth Day event; TGIF Grant from Credit Union of America \$500 for Leopold Benches

2011—President's Environmental Youth Award--Region 7 (one of 10 for the nation)—Presidential plaques and certificates for each student; Project Earth 1st Place for Earth Day event and represented the United States in the World contest.

The students of GHS have received numerous academic and athletic scholarships, and we have sent many fine young men and women on to the armed forces to proudly serve our country.

The staff of GHS fully understands and embraces the fact that students learn differently and that many will require additional academic support. The curriculum we offer to the students of GHS is designed

to include a challenging course load to our college bound students. The core curriculum includes Honors level, Advanced Placement, and college credit opportunities that both challenge and prepare the 90% of our student that advance on to post-secondary college level education. The student's intervention classes include Read 180 lab, Standards based English, Math Lab, Algebra Readiness, Algebra Concepts 1 and 2, and Informal Geometry. Students are placed in the appropriate level based on the results of formative assessments and Kansas State Assessment data. The teachers at GHS offer a rigorous and engaging curriculum for all levels of learners. We have begun the process of implementing Career Pathways that provide our students with career readiness skills that can be utilized in the workplace or give them skills needed to begin a 2 year vocational program at the post -secondary level. We have solidified Articulation agreements with Junior Colleges in the area that will grant 1-3 hours of credit to students that complete a Career Pathway program while attending Goddard High.

1. Assessment Results:

The students of Goddard High School are held to the standard of performance that has been designated by the Kansas State Department of Education (KSDE). The student's performance levels are assigned into the following categories based on the cohort group's performance on the state assessment: Exemplary, Exceeds Standard, Meets Standard, Approaches Standard, and Academic warning. Any students scoring the bottom two categories are considered below the level of acceptable performance and are then placed into one of the intervention classes we offer to prepare them for the second testing opportunity under the "Opportunity to Learn" policy as established by KSDE.

The Kansas State Assessments are part of the Kansas Accreditation process and used in the area of Math, Reading, Science, and Social Studies. The assessments are developed by the Center for Educational Testing and Evaluation through the University of Kansas and administered by the individual school districts and monitored and scored by the Kansas State Department of Education. Students must complete the Kansas assessments by the end of their Eleventh grade year in school.

The Kansas State Department of Education maintains the data that is reported in the building state report card for each individual school district in Kansas. The Goddard High School State report card can be found at the following web address.

http://svapp15586.ksde.org/rcard/building.aspx?org_no=D0265&bldg_no=2030

The past 5 years of data reflect a continued pattern of growth and improvement in the performance of the Goddard High staff and students in the areas of Mathematics and Reading. The State Assessment score for all students in 2006 in the area of Reading was 89.5% performing at Proficient or above and since that time scores have improved to a level of 97.8% with only one year of any decrease in performance and that was only by 1%. The curricular area of Math has seen an even larger increase in performance, going from only 69.3% students performing at the Proficient or above level in 2006 to 98.1% performing at or above that level in 2011.

Our school's State Assessment scores have shown a marked improvement for the past 6 years. When the data is disseminated, we can show that not only have our students improved overall, but they have also achieved scores in the top two categories at an improved level. In 2006 GHS had 56.8% of our students score in the top two categories for Reading and over the course of 5 years we had an increase of over 10% performing in the top two categories making a total 67.7% of our students exceeding the lowest category to be considered "passing". In 2006, 34.9% of our students scored in the top two categories for Math assessments and after extensive curricular reviews and adjustments, in 2011, 63.3% of our students scored in the Exemplary or Exceeds Standards categories.

Our greatest achievement gap existed with our Students with Disabilities; in 2005-2006 the achievement gap between "All Students" and "Students with Disabilities" was 53.2% in Math and 31.5% in Reading. After reviewing the data, our QPA team, Steering Committee, and the building administration conducted a curriculum review of the Special Education Math and Reading content being taught at GHS. The studies revealed a discrepancy in what was being taught and the standards that were tested on the State Assessments. A re-writing of the Special Education Math and Reading curriculum maps to include intervention plans were made. The Math curriculum then included a 4 level progression for the students receiving Special Education services in Math. A series of formative in house assessments were administered and students were appropriately placed based on ability rather than grade level. The plan yielded immediate results, the following year as 69.7% of students with disabilities scored at or above the Proficient level in Math and 62.5% in Reading. The continuation of data analysis, curriculum map reviews, and staff development have gone into maintaining a level of growth and improvement in our Kansas State Assessment scores. In 2011 we had 91.9% of our Students with Disabilities perform at or

above the Proficient level on the Kansas State Math Assessment and 91.9% in Reading.

The implementation of a Multi- Tiered System of Support (MTSS) school improvement plan has further refined and enhanced the entire curriculum offered at Goddard High School. The process of data analysis allows us to identify and formulate an intervention plan to assist struggling students. The process has allowed us to provide the necessary instruction to attain the high level of success we currently experience.

2. Using Assessment Results:

Goddard High School utilizes assessment results to improve instruction, correct areas of concern or need in the curriculum and identify students who need additional resources to be successful. Administration, teachers, support personnel, students, and parents are all involved in the process of analyzing the results, determining adjustments needed in the curriculum and/or daily school process, and implementing the plan of action for student success.

The Testing Committee is formed each year of the administration, counselors, department heads, and key teachers to be the driving force and main source of implementation of recommendations regarding assessments. This committee meets monthly to discuss planning of the assessment schedule, student response to the assessment environment, teacher suggestions for giving the assessment, and disseminating the data from the results to share with other committees. All teachers are also involved in a school improvement committee that meets monthly. These committees each have a unique focus such as Reading, Math, Science, Writing, Student Recognition, Staff Morale, and Parent Communication. Data from the assessments is shared with each committee. Some committees create a learning activity for all teachers to share with students during the weekly PRIDE class based on areas or indicators that are weak. From the committees reviewing data from assessment it was determined that vocabulary was a factor in student success on assessments. The committees created a vocabulary list and activities that were shared with all teachers to be used in daily lessons. Teachers in various departments work together in all of the committees to review the assessment data and find avenues to assist students in academic success.

From the testing committee and review of previous assessment results and discussion with teachers and students, recommendations for how the assessments are presented to students are explored. The testing committee suggested and organizes the “Testing Tuesday” format in which the assessments for a subject are administered in a single day with only the students testing are in the building. This allows for all teachers from every department to be available creating small and comfortable testing environments for the students with only two to three students in a room. Students are the focus of the staff that day and they in turn are able to focus on the assessment. Students and parents have shared favorable comments on the success of the day and the attention the students are given by all of the staff.

All departments and individual teachers in the school are provided with an analysis of areas of strength and weakness in Goddard High School assessment data. All are encouraged to share with the students and the parents the data as well as they incorporate lessons into their curriculum that assist with strengthening the areas of concern. One example of how this made an impact is in the area of math with the special education subgroup. The data was analyzed for two years and a consistent weakness was determined in many indicators. The special education department devoted time and resources to restructure the supplemental curriculum that was being presented to the special education students in the resource classrooms. A move to a more standards based and hands on approach allowed the teachers to focus on each indicator, scaffolding the needed underlying skills for the students to better understand and learn the needed concepts to be successful on the assessment. Students, parents, support personnel were also involved in the process and weekly informal assessments were used to monitor understanding and progress. The result is more students in the special education subgroup were becoming more academically successful in math and passing the math assessment. The special education teachers worked with the regular education math teachers, sharing strategies and lessons to benefit all students.

Students that teachers recommend based on informal assessment and classroom performance are placed in a Math Lab and/or Reading Lab to assist them with understanding and mastering the standards to be

successful academically and on the state assessment. If a student does not pass on the first opportunity, they are also placed in the needed lab. After the first assessment, the individual indicators are analyzed and communicated to the student and parents to assist them in understanding the areas that they need to improve upon to accomplish the test on their second and final opportunity. This allows the student to understand and focus on the areas of concern and be more successful.

The analysis of the assessment data is also used to create and modify the curriculum each year. Teachers are aware of areas of need and concern and make the concentrated effort to develop lessons that will assist in helping students be more successful. Following each assessment, data is analyzed and teachers make adjustments as needed. It is a process that continues to change and evolve as the need of the students change.

3. Sharing Lessons Learned:

Collaboration is a key component to the Staff development plan for Goddard High School, not only among the staff members in the building, but also with other schools within the district and area schools. The belief that “we learn from each other” is held in high regard and practiced, so that we are able to provide the highest quality of education available to our students.

Through our district in service plan, we have had opportunities to review assessment data and to compare the competencies outlined in our curriculum maps with middle school teachers. We have had the opportunities to share utilize our assessment data to outline areas of improvement for instruction and also use that to formulate professional development plans. The District MTSS committee which consists of staff K-12, District Curriculum Directors, Title 1 Reading Specialist, and ELL directors meet to create a district wide plan to address the implementation of The Common Core Standards. The Common Core Standards represent the next phase of curriculum to be taught and tested on a National Level. The implementation will include several changes to the English and Math content areas as well as bring about a new testing format. The committee is designed to be proactive and move our district into this new set of standards prior to the introduction of the new testing format.

Some of our staff members have had the opportunity to share their expertise with other school districts within the state of Kansas and across the nation. Our Instrumental Music director had the opportunity to present teaching strategies at Texas A&M University. His course topic was *Creative Teaching Strategies: Energizing Your Orchestra Rehearsals* ; This energizing session was loaded with creative teaching strategies that enhance individual and ensemble musicianship through the implementation of the National Standards. Opportunities such as these allow our instructors to bring back valuable teaching information to enhance our own curriculum as well as share the ideas that have helped shape our success.

4. Engaging Families and Communities:

The Goddard school community values education and is committed to the excellence of students and staff. Parents contribute thousands of volunteer hours to Goddard schools and school activities each year to supplement classroom budgets and enhance learning opportunities.

Goddard School District as a whole has enjoyed strong support from families and other community members for 100 years. School building leaders build upon the parents’ support by engaging them in building and district conversations. Staff leaders at Goddard High School, as well as each of Goddard’s other 11 schools, believe the key to success is engaging a great team of staff and parents and empowering them to be visionary leaders.

Stability in district leadership has contributed immensely to the community’s trust and the ability of school building leaders to build on that trust level.

As an example of the community's trust, from 1994 to 2007 the district was able to pass 4 bond elections on the first ballot, providing funds for 8 new schools (including 2 high school buildings), a high school sports complex, and additions to existing facilities. The new schools were necessary to house more than 250% growth during that period of time.

Before bond elections were ever introduced, parents were engaged in discussions about the future of Goddard School District. Before "site councils" were mandated in Kansas, Goddard had advisory councils at every school to discuss current and coming issues of concern and engage other members of the school community in suggesting solutions. When the 1994 bond election was under discussion, parents were key members of the facilities committee working to determine the best solution for overcrowding at the "old" high school. It was the parent-to-parent conversations and promise of support that encouraged the board of education and district administration to build a new school rather than attempting to add on to the inadequate existing facility.

Soon after the 1994 bond passed, parents were added to a unique annual summer leadership retreat that met in July to prepare and set goals for the coming school year. Many of those parents and other community members serve on school site councils, with principals inviting dialog about issues the school is facing and discussing solutions. In subsequent bond elections in 1998, 2004, and 2007, these parents were the basis of committees to gain support from the school community for the elections.

The 2007 bond election was of particular interest to Goddard High School parents and students, as it provided funds to build a much-needed second high school for the district. Before the decision was made for solving the extreme over-crowding of GHS, some parents traveled with district leaders to visit high schools from Topeka, Kansas to Lincolnshire, Illinois. Those parents then participated in spirited conversations about the pros and cons of 9th grade centers, 9th-10th grade and 11th-12th grade schools, or 2 high schools. When the conversations concluded, the consensus was to build a second high school and provide twice as many opportunities for students.

Parents have also participated in school fee studies, budget cut discussions, and virtually all other topics that concern the students of Goddard High School and the district's other 4,400 student.

The mission of Goddard School District USD 265 is to educate all students for lifelong success, and Goddard School District has a long-standing reputation for quality schools and excellent education. Committed and engaged parents are key to that reputation and success.

1. Curriculum:

The Core curriculum for Goddard High School is based on the Kansas State Standards as outlined by the Kansas State Department of Education. Our course maps and instructional strategies are designed to provide our students with the level of instruction and resources needed for them to be successful on the Kansas State Assessments. The curriculum includes opportunities that support our school's mission statement and that provide students with not only skills to be successful on assessments, but also real world skills that promote critical thinking, problem solving, and social skills that will make them successful in the workplace.

Our graduates are guided by four different graduation criteria, High School graduation, Qualified Admission, Kansas Scholars Curriculum, and NCAA Div.1/Div.2. The different criteria offer opportunities in postsecondary education and students work toward their goals based on their goals beyond high school.

We define College/Career Ready as the following:

College Readiness means much more than just pursuing a four-year degree at a university. Being "college ready" means being prepared for any postsecondary education or training experience, including study at two and four year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor's degree). Being ready for college means that a high school graduate has the English and Mathematics knowledge necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

Career Readiness provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility. Being ready for a career means that a high school graduate has the English, and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career.

Our current graduation requirements consist of 25 credits in the following areas.

1. Minimum of 25 units of senior high school credit.
2. The following units are required :
 - A. Pass four units of credit in Language Arts (English 9,10,11,12)
 - B. Pass three units of Social Studies, including 1.5 credits of American History and .5 Government
 - C. Pass three units of Science, one must be lab Science.
 - D. Pass three units of Mathematics
 - E. Pass one unit of Physical Education
 - F. Pass one unit of Fine Arts
 - G. Pass nine elective credits to be earned in grades 9-12 to complete the requirements.
 - H. Pass .5 unit of Communications
 - I. Pass .5 unit of Health

Our curriculum offers a wide variety of electives courses; the Fine Arts curriculum includes Vocal music, Instrumental music, Graphic and Design arts including ceramics through AP Art Portfolio. Family and

Consumer Sciences include Parenting, Housing Design, and a Culinary Arts Career Pathway. The Business/Technology department includes Career Pathways in the areas of Computer Programming, Web Page design, Journalist Broadcast/Newspaper, Graphic Design, and Accounting, Business Entrepreneurship. Our students may enroll in foreign languages such as Spanish, German, Arabic, Mandarin Chinese, and Japanese. We utilize Inter Distance Learning for our Asian and Arabic languages.

Each curricular area is designed to address the State Standard guideline, whether in the area of English and Math or in Social Studies or Sciences. The standards serve as a guide for creating courses and for developing teaching strategies and assessments to ensure that our students have mastered the necessary skills and knowledge.

2. Reading/English:

2b. (Secondary Schools) English:

Goddard High School utilizes a balanced literature, reading comprehension, grammar, and writing fluency approach in all levels of instruction in the English Curriculum. Throughout the four years of a student's English curriculum, they are monitored by the teachers and recommendations are made that meet their unique learning needs. Through informative and formative assessments, teachers are consistently and constantly evaluating the English skills of the students. From these evaluations and interactions with the students and parent input, students are given recommendations for placement in English classes that will meet their instructional needs.

Students at Goddard High School may be recommended for placement in Honors English classes in which the instructional pace and amount of curriculum is accelerated, providing a challenging environment for those students. Students that demonstrate below level skills in the English curriculum may be recommended for a Standards Based English class. This class is designed for fewer students and the pace of the curriculum is slower, allowing for more review and intensity of instruction. Students who are recognized for more intense reading assistance and instruction are also placed in an additional English class: Reading Lab class. Reading Lab utilizes a combination of instructional methods with Scholastic's READ 180 as the foundation of the curriculum.

The English curriculum at each level of instruction is a state standards based grammar instruction presented in a variety of instructional styles. That instruction is then used to develop written language fluency that models the Six Trait Writing +1 Skills. In the literature portion of instruction, each level is provided guided instruction through two or three novels per year that focus on real life connections and applications. Students desiring more in depth instruction in literature or writing are offered the opportunity to enroll in additional electives of Creative Writing, Humanities, and Creative Thinking in the English department.

At all levels of instruction, the English curriculum at Goddard High School is one that is well-balanced and designed to meet the needs of each individual student and prepare them for post-secondary career or education. Students and teachers have a variety of choices and tools to create an English curriculum to meet each student's learning needs. It is a curriculum that allows for constant review and adjustment as needed to ensure all students are successful.

3. Mathematics:

The Goddard High School mathematics curriculum is a traditional curriculum including courses Algebra 1, Algebra 2, Geometry, and Pre-Calculus. Pre-Calculus is offered as a concurrent enrollment class through Wichita State University. We have supplemented this curriculum with more advanced courses including Honors Algebra 2, Honors Geometry and further enhanced it by adding AP Statistics and AP Calculus AB. To help students that struggle with math we have offerings of Algebra Readiness and Algebra Concepts.

We have one other course specifically designed to help raise math knowledge; math lab. Students are placed in math lab that are at or below standard progress. The course is designed to fortify the fifteen math standards tested on the state math test. This is accomplished through standard lecture, drill and practice, hand-on manipulates, as well as, computer instruction with an emphasis on the common core standards set forth by the state of Kansas. These students, and all students, can receive extra help on Tuesday and Wednesday evenings in the GHS library that is staffed by a math teacher.

Most teachers teach with a traditional method; lecture, assigned problems with time to work before class is over, the remainder of the problems are finished at home and then checked the next day with the teacher leading the discussion over any missed problems. There a few teachers using Blackboard (interactive web application) for supplements, and the lectures are done using PowerPoint and other supplemental worksheets from various publishers. The department has a computer cart that is utilized by several dept. members for student online resources and for formative assessments. Formal assessments are given every two-three weeks with some opportunity for retests and/or corrections.

4. Additional Curriculum Area:

Expectations for all choral groups on a daily basis is vocal growth and development; learning to sight read music; and development of their aural skills. Knowledge of these essential skills is the first necessary step toward shaping the music or creating something of beauty. It requires incredible productivity on each student's part. Daily focus must be on the physical body: posture and proper stance for singing; correct breath production-flow and connectivity; and sound production-direction and focus. Each student is responsible toward the "whole" of the group. Those not producing sound properly, not reading the music accurately, not listening to themselves and the whole, and not following the director are taught to be responsible to the whole through the daily process. Each student must take individual initiative to be ready on a daily basis to contribute responsibly and productively. As the sound of the group members melds together to create something esthetically pleasing they discover that continually raising the bar together is fulfilling. As they explore on a daily basis, this process of individual responsibility for the group as a whole using their essential skills and knowledge even when their personal lives pull them away or taking the initiative to be a part of the whole even though it is 7:35 a.m. and no one is awake enough to want to sing, they discover the beauty of sound that awakens them internally and feeds their soul. The mission of the Goddard High School staff is to build student commitment to excellence through P.R.I.D.E. (Productivity, Responsibility, Initiative, Discovery, and Exploration). The vocal music department works on the very essence of the GHS mission statement on a daily basis. The daily goal in vocal music is to create something within those 50 plus minutes that stirs and feed the soul and enlightens the mind.

5. Instructional Methods:

The staff members at Goddard High School are given professional development experiences that allow for a variety of instructional techniques to be explored and developed. As teachers develop their lessons, they strive to include alternative methods of instructional delivery and assessment that are researched base to meet individual student and class needs. Through whole class instruction, regrouping within the classroom, small group instruction, and one-to-one instruction students are engaged and challenged based on their specific needs. Teachers and staff work together and through committee work to share different ways to reach and work with students on all levels of instruction.

Teachers at Goddard High School are provided information at the beginning of the year that assists them in understanding the students and their specific needs. The counselors share the demographics of our student groups, allowing the teachers to plan and develop instruction that focuses on positive and proactive instruction. By understanding the students, the teachers are able to design lessons that support their college or career needs and individualize as needed. This information is shared as it changes and teachers develop and build relationships with students weekly during PRIDE class. PRIDE class is a once a week class that allows teachers to build a support system with students. During this class, teachers also present activities based on grade levels to assist student with core concepts, study skills, and career and

college readiness. The smaller group allows for teachers to learn more about the students and share with other teachers to further meet individual instructional needs.

All teachers work closely together across the curriculum, sharing and utilizing the resources of each other and special education and support staff to think outside of the box and find unique ways to teach our students. In core classes, various levels of instruction are provided with honors courses and standards courses that allow for different instructional pace and intensity based on the student. Within classes, para-educators and team teachers are used to provide small groups within the class for remediation and/or enrichment activities. Teachers also have access to technology, utilizing software such as READ 180, Accelerated Math, Lexia, and other programs to assist students on specific concepts or overall remediation or enrichment. Teachers also work closely with the librarian to access resources available, both traditional and utilizing technology. The teachers at Goddard High School work hard to meet the individual instructional needs of all students.

6. Professional Development:

The school's professional development plan is based the MTSS (Multi Tier System of Support)." MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve high standards." The program is based on Curriculum, Assessment, and Instruction with each component being used to improve the overall process. The support and guidance of the leadership team drives the assessment and curricular reviews done by the teacher leadership team, which in turn, improves instruction and student performance.

The Steering committee at Goddard High School is composed of the administration, counselors, two MTSS chairs, and school committee chairs. The group uses assessment data to analyze student performance and devise staff development plans to support the efforts to push our students to perform at the 100% proficient or better standard of performance. The committee has focused on three areas of instructional strategies to improve the level of instruction provided to our students. We have identified the areas of technology, intervention classes, and Developmental Asset training as focal points.

We have utilized technology training from experts in on our staff to conduct training/in service sessions that inform and train teachers how to utilize technology in the classroom. The district has purchased a license for "Blackboard" an interactive web application that allows teachers to post their course work online and also allows for students to access their work from home. Our building has a site license for Creative Suit 5 the Master collection, which includes multiple graphic design, web based software programs that students can utilize in creating technology based projects. Our district is working to allow outside technology and expand on the number of devices we have available to students to further enhance their engagement level and to target critical thinking based projects.

Our intervention classes are created based on the needs of our students in the areas of Reading and Math. Data from State Assessments, formative assessments and teacher recommendations are used to place students in the appropriate course to support their academic needs. Our English curriculum is supported by Read 180 and Standards based classes at levels 9-12 as Tier 2 and 3 interventions to support struggling readers. The Math curriculum is supported by Math Lab, Star Math, Algebra Readiness, Algebra Concepts 1 & 2, and Informal Geometry to support the students that are at risk of failing the state assessments.

We address the social/emotional needs of our student with training in the a program called "The Forty Developmental Assets, which is designed to guide students to self- direct their behaviors and take a vested interest in their own behavioral choices. Developmental Asset training incorporates ideas to encourage involvement in the school and to provide students with the opportunity to discover their self-worth.

7. School Leadership:

The leadership team at GHS is committed to creating and culture of safety, high academic performance, teacher leadership, and student involvement. The team consists of the building principal, Assistant Principal/Athletic director, Assistant Principal/Activities Director and Testing Coordinator. Though we have distinct roles and assignments given to the team members, we assume responsibility and ownership of all aspects of the high school experience.

Our leadership philosophy involves collaborative decision making and all with aspects of Professional Learning Communities. We feel that it is a team effort from everyone in the building. We, in turn as a team, provide opportunities and resources for our teachers to reach their highest potential and intern will be able to provide the level of education that will prepare our students for the future.

Our team works very closely with the counseling department to ensure that our school programs are meeting the social/emotional needs of our students as well. Each Monday morning the teams meet to review current school topics, building needs, and student concerns. The sessions involve discussions that cover testing, curriculum, behavioral concerns, and plans for future programs.

We all agree the best “At Risk” prevention program is to involve students in the school culture. We strive to provide multiple clubs, activities, and sports teams to target the interest of every student that attends Goddard High School. Our students are afforded many positive life lessons, through community service projects like the Food Drive which collected over 10,000 food items and raised \$1,500 to donate to local families during the holidays, through sponsoring local and International charities, and through building school spirit and sense of belonging. The administrative team supports and provides resources and facilities to support all these worthwhile opportunities.

We are adamant in our efforts to ensure that the students of GHS are safe, well educated, and prepared to meet an uncertain job market. We are committed to ensuring that every student leaves GHS with the experiences to broaden their horizons and teach them to dream of a better tomorrow.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Kansas State Math Assessment

Edition/Publication Year: 2011 Publisher: University of Kansas

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient or above	98	97	99	91	81
Exemplary	28	25	27	15	15
Number of students tested	365	336	342	371	342
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	12	11	13	9
Percent of students alternatively assessed	2	4	3	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or above	97	93	100	81	70
Exemplary	15	14	26	4	9
Number of students tested	73	55	46	43	43
2. African American Students					
Proficient or above					
Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Proficient or above	97				
Exemplary	40				
Number of students tested	37				
4. Special Education Students					
Proficient or above	89	82	93	73	
Exemplary	3	14	18	5	
Number of students tested	37	34	44	41	
5. English Language Learner Students					
Proficient or above					
Exemplary					
Number of students tested					
6. White					
Proficient or above	99	96	98	91	82
Exemplary	29	27	28	16	14
Number of students tested	289	283	293	334	305
NOTES:					
Kansas State Assessments require 30 or more students to create a testing subgroup. Any groups that do not meet 30 or more students are counted in the overall school scores.					

12KS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Kansas State Reading Assessment

Edition/Publication Year: 2011 Publisher: University of Kansas

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient or above	98	95	93	92	89
Exemplary	29	35	31	26	23
Number of students tested	359	325	335	371	334
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	11	11	13	7	9
Percent of students alternatively assessed	3	3	4	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or above	95	89	93	81	76
Exemplary	18	18	21	15	6
Number of students tested	78	54	44	42	33
2. African American Students					
Proficient or above					
Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Proficient or above	97				
Exemplary	32				
Number of students tested	37				
4. Special Education Students					
Proficient or above	92	79	77	63	
Exemplary	18	29	16	12	
Number of students tested	37	34	43	40	
5. English Language Learner Students					
Proficient or above					
Exemplary					
Number of students tested					
6. White					
Proficient or above	99	96	93	93	89
Exemplary	31	32	32	31	24
Number of students tested	284	276	288	332	299
NOTES:					
Kansas State Assessment subgroups must be comprised of 30 or more students to be disseminated as a group. Any subgroups that do not meet the minimum requirements are reported as the entire school score.					

12KS4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient or above	98	97	99	91	81
Exemplary	28	25	27	15	15
Number of students tested	365	336	342	371	342
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	12	11	13	9
Percent of students alternatively assessed	2	4	3	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or above	97	93	100	81	70
Exemplary	15	14	26	4	9
Number of students tested	73	55	46	43	43
2. African American Students					
Proficient or above	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient or above	97	0	0	0	0
Exemplary	40	0	0	0	0
Number of students tested	37	0	0	0	0
4. Special Education Students					
Proficient or above	89	82	93	73	0
Exemplary	3	14	18	5	0
Number of students tested	37	34	44	41	0
5. English Language Learner Students					
Proficient or above	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient or above	99	96	98	91	82
Exemplary	29	27	28	16	14
Number of students tested	289	283	293	334	305
NOTES:					

12KS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient or above	98	95	93	92	89
Exemplary	29	35	31	26	23
Number of students tested	359	325	335	371	334
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	11	11	13	7	9
Percent of students alternatively assessed	3	3	4	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or above	95	89	93	81	76
Exemplary	18	18	21	15	6
Number of students tested	78	54	44	42	33
2. African American Students					
Proficient or above	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient or above	97	0	0	0	0
Exemplary	32	0	0	0	0
Number of students tested	37	0	0	0	0
4. Special Education Students					
Proficient or above	92	79	77	63	0
Exemplary	18	29	16	12	0
Number of students tested	37	34	43	40	0
5. English Language Learner Students					
Proficient or above	0	0	0	0	0
Exemplary	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient or above	99	96	93	93	89
Exemplary	31	32	32	31	24
Number of students tested	284	276	288	332	299
NOTES:					

12KS4